

**PROMISING PRACTICES PROPOSALS
FOR 21ST CENTURY COMMUNITY LEARNING CENTER**

Program Need and Description

Community Needs

Northwest Primary School is a checked marked school for failing to make Annual Yearly Progress with the target population, students from poverty. It is anticipated that this rating may change as there has been much progress made in the last three years. On the Developmental Reading Assessment test used by the State of Vermont as the standard to meet at the end of second grade, this school has improved from 65% in 2003 to 82% achieving the standard or higher in 2005.

This school is located in the geographic area of Rutland City with of some of the most impoverished families. It is easy to see the need for additional resources and programs to help these children. In fact, Northwest Primary School has 67% free and reduced lunch qualified students. This is the highest percent in all of the schools the Tapestry Program serves.

In 2004 a study was completed in Rutland Public Schools K - 6 to assess how many of the youngsters had risk factors that interfere with learning. Although, I cannot sort out Northwest Primary School from Northeast Primary School, on the primary level for K – 2 students, 51% of had two or more risk factors. Out of 465 students:

- 22% had been exposed to violence
- 14% had a parent with substance abuse issues
- 22% had an IEP plan or a 157 plan and received support services
- 53 had SRS involved
- 68 had been abused
- 13 had parents in jail
- 14 were in foster care

These statistics point to a school that needs all the resources available to create innovative programs that support additional learning time and an enriching, nurturing environment in which to accomplish that goal.

William S White, President of the Charles Stewart Mott Foundation gave an eloquent speech at the July 2005 Summer Institute of the 21st Century Community Learning Centers Initiative concerning the need for after school activities. His analogy fits the situation at Northwest Primary School. “I believe our vision should be that every child in the U.S. has the opportunity to succeed, the opportunity to run the race. Tragically, too many children never make it to the starting blocks. And others don’t get the help they need to leave the starting blocks. Our task, if not our duty as a nation, is to ensure that each child not only runs that race but also crosses the finish line. He or she may have an occasional stumble or fall, but with help, mentoring and encouragement, they will succeed. And those hours when a child is not in school or supervised appropriately can make the difference. It’s that simple.”

Description of Promising Practice

Northwest Primary School will bring together tutors and students to work on improving student’s skills in reading accuracy, fluency, comprehension and writing. To accomplish this goal, the Academy Program provides consistent licensed teachers from

the host school to work with the students for 18 weeks for three afternoons each week for an hour and half. That's 4,860 additional minutes of instruction and practice. This is a promising practice for the following reasons: direct linkage to the school; students can easily form relationships with the tutors since they will see each other often within the school day; and the tutors can make the material covered relevant to the learning style of the student given all the resources from the school.

The tutors are licensed teachers within that host school. This provides many advantages. The tutors know the students. The tutors have a constant and professional linkage to the classroom teachers. The tutors have all received professional development necessary to implement the reading curriculum currently being used by the school. The tutors work with 3 to 4 students who are all on the same level.

Classroom teachers administer the Primary Observation Assessment to all second graders in October of each year. Using that assessment, students that are falling below the standard are referred to the Academy Program. The classroom teacher creates an action plan. The data from the POA is used to create an instructional plan for each student. This plan is the basis for the tutor's work with each student. The individual plan the tutors create provides for the teaching of skills using curriculum approved by the host school.

In order to reach all students interests and provide opportunities for practice, there are computer programs installed in the six computers in the lab that the Tapestry Program has in the after school space. In addition there is a Leap Frog Learning Systems Lab. An America Reads Volunteer is available to read with students on an individual bases. At the end of each six-week session, there is a day for a field trip or an enriching event. Each tutoring session has an activity that is designed to provide a relevant reason to "read" whether it is to cook, do a science experiment or learn about a custom or country around the world.

Initially the children have a substantial snack provided by the school cafeteria. The time for snack allows the Academy students to socialize with the other students staying after school in the Child Care site. Finally, students are transported home by the Rutland Public Schools busing fleet.

The Nellie Mae Grant will allow the Academy Program will serve an additional 30 students to bring the total of 60 students in the second grade. This is almost 30% of that population. Since there will be 12 tutors, there will be a ratio of 5 or less students per tutor. Since the program runs 1.5 hours per day, three times a week for 18 weeks, there will be 81 hours of specialized instruction and enrichment from November through the beginning of May.

Management of Promising Practice

The Academy at Northwest Primary School has a Site Coordinator, 12 tutors all who are overseen by the Executive Director of the Tapestry Program.

- The Executive Director, Diana Pfenning, has a Masters of Education as well as 35 years of experience in all facets of education. This is year six of managing the many and varied programs funded by the Tapestry Program.
- The Site Coordinator is a licensed teacher who has the responsibility of running both the school year sessions as well as the six-week morning Academy in the summer. The Site Coordinator is responsible for recruiting, student referrals,

collecting the data of pre/post scores, surveys, attendance, forms and making supplies available. The Site Coordinator is available for parents, tutors and classroom teachers. The current Site Coordinator is Cynthia Fink who is working in her third year in this position and who had been a tutor prior to that since the start of the program in 2000.

- The tutors are all licensed teachers who are in the following positions in the host school: classroom teacher, para educator or specialized teacher. For each six-week session, the tutors are given planning hours and feedback from the classroom teacher to prepare anew. All tutors, whatever their school day position, have access to all the In-service Training provided by the district. All tutors meet with the Site Coordinator and Executive Director prior to hire.

The Linkage to the school days is multifaceted: classroom teachers, curriculum, principal and Home School Coordinator are available.

- The curriculum that is used within the school is The Houghton Mifflin Core Reading Program. This curriculum is researched based and approved by the National Reading Panel to increase literacy skills. Within this curriculum there are many ways to differentiate instruction. These suggestions provide the tutors with ideas that can be implemented when working with individual or small groups of students outside of the classroom. In addition, all tutors have been trained to use Foundations from the Wilson Reading program that provides specific instruction that will increase phonics, phonemic awareness, spelling and writing and letter formation. These curriculums and materials are available to the Academy tutors. The only supplies that need be purchased are those items that are used and taken home, as well as the disposable supplies.
- Classroom teachers, that refer the students to the Academy Program, give freely of their materials. There is a communication tool regarding progress built into each of the six-week sessions. Tutors and classroom teachers use this form. In fact, concerns and immediate issues are discussed daily.
- The principal, Mr. Rob Bliss, and I meet twice a year to discuss the upcoming Academy (school year or summer). The principal's knowledge of the needs of the school, classroom teachers and students is invaluable. The acceptance of the program is directly related to the support and enthusiasm of this principal. There is daily communication between the principal and the Site Coordinator. Mr. Bliss and I met to plan the writing of this grant. I also meet with the Assistant Superintendent weekly to discuss the total Tapestry Program.
- Not only does the principal make certain there is a classroom for each tutor to use, often their own, there is an atmosphere of sharing of materials that is remarkable at this school. In addition, there are also four classrooms of After School Child Care running. Finally there are daily counseling groups being conducted by a Rutland Mental Health and Tapestry Partnership. Easily 39% of students stay after school in this building. The principal really supports the community school concept.
- Any of the challenges that present in the school day can also surface in the after school hours. Issues/Incidents that develop in the after school hours are communicated directly to the principal or Home School Coordinator to be dealt with the next day. Some may be serious enough to require follow

through or referral. Policies, philosophies, and procedures dealing with students in the after school hours is linked directly to the school district's.

- Rutland Public Schools' bus fleet and drivers provide transportation home. The Academy Program is only required to pay for the drivers' time. The students are delivered right to their home and an adult must be available to get the child off the bus.

Program Evaluation

School Year Academy at Northwest Primary School will meet the following objectives:

- Objective # 1: Increase the overall score of the Developmental Reading Assessment for the Northwest Primary School by 3% per year. Our goal would be to increase from 82% to 85% in 2006; 85% to 88% in 2007; and 88% to 91% in 2007; and to 94% in 2008.
- Objective # 2: Increase the number of students in the target population who achieve the standard or above on the DRA from the baseline of 2005 scores.
- Objective # 3: Decrease the number of days the Academy students are absent from school by 25% or better each year.
- Objective # 4: Increase the number of students who meet the criteria of "regular attendee" by 50% at this particular school in year one of the grant.
- Objective # 5: Using both Nellie Mae and 21st CCLC grant funds combined, there will be a 50% increase the number students served. It is our intent to begin tutoring at risk first graders in the target population as well as the second graders.

The following results were reported on our Annual Performance Review for July 2005 and October 2005. The results are for just Northwest Primary School.

- DRA scores have increased from 63% to 73% to 82% in the last three years. The school year Academy program has been running during these years however the program that asked for an 18-week commitment ran just last year. 75% of the Academy students honored the 18-week commitment.
- When reporting on just the Academy students who attended Summer and School year, we saw the following results:
 1. 72% decrease in absenteeism
 2. 17% improvement in classroom discipline
 3. 86% stayed the same or increased in Math Grades
 4. 73% stayed the same or increased in Reading/Language Arts Grades
 5. 77 % were free and reduced lunch qualified
 6. 73% were receiving support services
- The Academy program served 30 students that equaled 37% of the second graders in the host school
- 18 out of the 28 Academy students who were assessed achieved the standard or higher which is 64%
- Out of the 60 who achieved or higher at this school, 18 attended Academy that is 30% who might not have achieved that standard because they were in the target population

Tapestry Program of Rutland Public Schools

- Out of the 28 students who attended the Academy Program, 11 were students with special needs who received additional services after school as well as during the day

Program Goals:

Provide 4,860 additional minutes of instruction and enrichment for students, who are at risk of not achieving the standard on the Developmental Reading Assessment at the end of second grade.

Program Elements:

- Small group or individual tutoring by highly qualified personnel with varied materials and strategies for 18 weeks at an hour and a half per day for three days a week.
- Create a strong linkage between the host school and the after school program.
- Create an environment that is safe and nurturing that allows for experiential learning, social interaction, healthy snack and transportation home.

Desired Short-term Outcomes:

- Children succeed in becoming proficient readers and achieve the standard by the end of second grade.
- Children attend school more
- Children engage in more learning experiences and take more risks in their classroom
- Children establish a positive and caring relationship with their tutor
- Children improve social skills

Desired Long-term Outcomes:

Children enter third grade as readers who can then succeed as they enter the higher level of competency at a different school. Children who succeed in the third through sixth grade move on to Middle School and High School with patterns that create life long learners who graduate from high school and go on to attend college or become employed. Children who succeed in school become productive adults.

Data Sources and Performance Measures:

Books read, computer program usage and time playing with available games
Developmental Reading Assessment Test Scores
Attendance data in both the after school and classroom
Behavior referrals
Report Cards
Satisfaction of Parent through surveys
Classroom Teacher feedback

Summary

The School Year Academy at Northwest Primary School is a promising practice for the following reasons.

Tapestry Program of Rutland Public Schools

- There are three years of data to support achieving the short-term goal of increasing the Developmental Reading Assessment Scores of the school.
- The program has been in existence for three years while changes were being made each year to improve the program. The program evolved from a group of students attending for just one six-week session in small groups for enrichment to a program that refers students who attend for the full 18 weeks in very small groups of tutoring designed for very specific skill building using differential instruction and experiences.
- The program hires highly qualified and skilled personnel who can create an environment of support that enable children to build skills and establish strong relationships with their tutor.
- The program has an exceptionally strong linkage with the host school

NW School Academy Program uses surveys to ask the **classroom teachers** to assess the progress of the students that they referred to the program showed. The classroom teachers were to check the most appropriate response: NO IMPROVEMENT, SHOWED IMPROVEMENT & SHOWED GREAT IMPROVEMENT. The following percentages are results of these surveys:

- 44% showed improvement in working independently
- 32% showed improvement in completing work
- 31 % showed improvement in getting involved
- 32% showed improvement in being attentive
- 39% showed improvement in staying on task
- 34% showed improvement in working cooperatively
- 40% showed improvement in interest in class
- 36% showed improvement in study habits
- 38% showed improvement in problem solving
- 39% showed improvement in self-discipline
- 38% showed improvement in self-confidence
- 38% showed improvement in specific skill listed on the Action Plan

NW Academy Program uses surveys to ask the tutors to assess the program of the students that they worked with for the 18-week sessions. The following percentages are results of these surveys:

- 51% showed improvement in working independently
- 69% showed improvement in completing work
- 75 % showed improvement in getting involved
- 56% showed improvement in being attentive
- 69% showed improvement in staying on task
- 55% showed improvement in working cooperatively
- 81% showed improvement in interest in tutoring session
- 53% showed improvement in study habits
- 55% showed improvement in problem solving
- 57% showed improvement in self-discipline
- 78% showed improvement in self-confidence

Tapestry Program of Rutland Public Schools

Clearly there was a difference of opinion given the situation: classroom teachers see the students in a group of 20 students or more while tutors are working in a very small group of students. However, the median (47.5 %) of the two surveys clearly show an improvement of the most at risk, targeted students in the school that are in second grader.

The Academy Program helps the students improve in all areas of development. That fact coupled with the increases in the DRA scores from 65% achieving the standard to 82% achieving the standard show a “promising practice” that deserved to expand at Northwest School as well as be replicated across the second grades in the state of Vermont. The target populations can be best served with increased adult attention; increased experiences; and increased instruction in the after school hours. These students can win the race because this program helps them out of the starting block.

The Executive Director, Diana Pfenning will be available to assist any school replicate this best practice! The Assistant Superintendent, John Stempek, and Principal of Northwest Primary School Rob Bliss as well as the Advisory Council are also committed to supporting Diana in helping the Vermont Department of Education’s 21st Community Learning Center grantees replicate this program in their schools. The time and hard work involved in helping others learning what has taken this program five years to perfect will be invaluable to any school serving a high number of free and reduced lunch qualified students.

The following were submitted as separate attachments:

Tapestry Program of Rutland Public Schools

Expenditure Category	21st CCLC Budget Jan - Dec. 2006	21st CCLC Budget Jan – Dec. 2005	School Age Care Budget July 1-June 30,2006	School District Funds	Total Program Costs
Administrative salaries & Benefits		\$19,000.00	\$69,184.00	\$19,000.00*	\$88,184.00
Direct services staff salaries	\$117,100.00	\$114,108.00	\$282,699.00	\$81,735.00**	\$449,704.00
Contracted services	\$16,776.00	\$25,000.00	\$27,346.00		\$52,346.00
FICA part time staff	\$8,933.00	\$11,000.00	\$18,791.00		\$29,791.00
Professional development			\$1,500.00		\$1,500.00
Conference fees					
Transportation to and from program	\$10,814.00	\$9,478.00	\$10,964.00	\$15,984.00	\$36,426.00
Transportation for program activities	\$12,944.00	\$8,353.00	\$13,836.00		\$22,189.00
Staff travel					
Operating expenses (phone, postage, Office space, office supplies, payroll.)				\$59,521.00 10 % administrative fee	\$59,521.00
Office equipment					
Program-related supplies	\$6,000.00	\$6,000.00	\$16,054.00		\$22,054.00
Program-related equipment					
School Janitors				\$52,125.00	\$52,125.00
Building Costs				\$67,432.00	\$67,432.00
Evaluation/Consultation Fees	\$5,000.00	\$5,000.00	\$7,000.00	\$8,000.00	\$20,000.00
Total Costs	\$177,567.00	\$197,393.00	\$417,644.00	\$305,834.00	\$901,045.00

Tapestry Program of Rutland Public Schools

- The school district will be assuming this cost in the next grant
- These are Title I funds from both of the school districts---\$50,000 from Rutland Public Schools and \$31,735 from Rutland Central Supervisory Union Schools

Position	Explanation of costs	Total Cost	21st CCLC	Nellie Mae	Title I	RPS
Site Coordinator	\$25 per hr x 1.5 hrs x 54 days + 12 hrs. planning	\$2,325	\$2,325			
Tutors	\$20 per hr x 1.5 hrs x 54 days x 12 tutors + 9 hrs planning	\$21,600	\$11,600	\$10,000		
Supplies	\$100 per tutor/staff x12 tutors	\$1,200			\$1,200	
Transportation	\$18 per hr x 1 hrs x 54 days x 1 bus driver	\$972	\$972			
	\$10 per hr x 1 hrs x 54 days x 2 aides	\$1,080	\$1,080			
Facility Rates	12 classrooms x \$3,650	\$43,800				\$43,800
Director's Salary	\$45,420 divided by 500 students x 60 students	\$5,450				\$5,450
Field Trip at the end	\$5 per student x 30 students	\$300			\$300	
Snacks/Food	Totally free school because of 67%	\$0				
Total Costs		\$76,727	\$15,977	\$10,000	\$1,500	\$49,250

Explanations

Transportation is not split between 21st CCLC and Nellie Mae because the buses also deliver the other school Academy Programs
 Director's salary is evenly split between Child Care and 21st CCLC Programs and Rutland Public School took over 21st CCLC
 Supplies are limited because the host school shares the curriculum and manipulatives; Child Care shares the games and computers
 therefore the only supplies we purchase are "disposable items"

Tapestry Program of Rutland Public Schools

21st CCLC	Child Care Sub	Parent Fees	School Funds	In-kind School	Title I Funds	Child Care Grant	Bowse Grant	Pending Grants
\$177,567.00	\$320,270.00	\$83,760.00	\$80,558.00	\$143,541.00	\$81,735.00	\$22,368.00	\$30,000.00	\$18,400.00



